

Homework for Today

Thu March 30, 2017

Absent

6A None

6B None

6C None

Science - Review, turn in Energy packet

Social Studies - Review - Govt packet due
~~Friday~~ Monday

Reading - Test Tip #5

- OST Writing Examples - see me

English/Language Arts - - Checked over HW from Wed.
HW: Read & Reading Log due Friday

Math - Blocks 1 & 2 → "Order-Up" Cut & Paste
Block 3 → Task Cards

Other -

Who Rules?

Name: _____

Someone's Got to Be In Charge

If you compared all the governments in the world, you would find one thing in common: Someone is in charge. The question is, who? There are many different forms of government. Some have one leader who has all the control. Others give power to the people. Here are some forms of government that exist (or have existed) in the world:



King Harald V of Norway with his wife, Queen Sonja. Norway is a constitutional monarchy. The king is the head of state and has a mainly ceremonial role. The actual government is a democracy.

Me, Myself, and I

An **autocracy** is a government in which one person has all the power. There are two main types of autocracy: a monarchy and a dictatorship.

In a **monarchy**, a king or queen rules the country. The king or queen is known as a monarch. Monarchs usually come to power through their family line: The current king or queen's oldest child becomes the next king or queen. In some monarchies, especially those in historical times, the monarch held all the power and had the final say over the government. In modern times, monarchs usually share power with other parts of government. Often they are also subject to the country's constitution.

A **dictatorship** is a form of government where one leader has absolute control over citizens' lives. If there is a constitution, the dictator has control over that, too—so it doesn't mean much. Although other parts of the government may exist, such as courts or a lawmaking body, these branches always do what the dictator wants them to do. They do not represent citizens.

Power to the People!

In a **democracy**, citizens hold the political power. There are two fundamental types of democracies:

In a **representative democracy**, citizens elect leaders to represent their rights and interests in government. The elected leaders, or representatives, do the day-to-day work of governing the country: They consider the issues, work to find solutions, pass laws, and do all of the other things necessary to keep a country going. Citizens hold the ultimate power, though, because if they don't like what their representatives are doing, they can vote in new ones!

In a **direct democracy**, there are no representatives. Citizens are directly involved in the day-to-day work of governing the country. Citizens might be required to participate in lawmaking or act as judges, for example. The best example of this was in the ancient Greek city-state called Athens. Most modern countries are too large for a direct democracy to work.



A man votes in Peru.



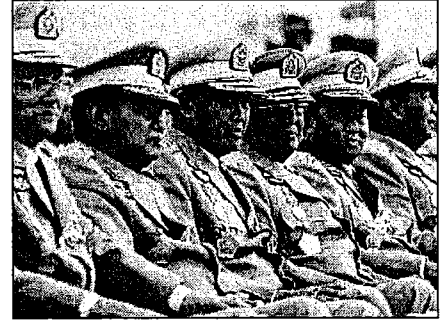
The Peruvian legislature

Who Rules?

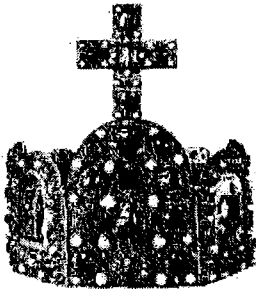
Name: _____

We, Ourselves, and... um... Us

In an **oligarchy** (OH-lih-gar-kee), a small group of people has all the power. *Oligarchy* is a Greek word that means "rule by a few." Sometimes this means that only a certain group has political rights, such as members of one political party, one social class, or one race. For example, in some societies, only noble families who owned land could participate in politics. An oligarchy can also mean that a few people control the country. For example, a **junta** is a small group of people—usually military officers—who rule a country after taking it over by force. A junta often operates much like a dictatorship, except that several people share power.



From 1962 to 2011, Myanmar (also known as Burma) was ruled by a military junta that was condemned by the world for its human rights violations.



Crown of the Holy Roman Empire, which was tied to the Catholic church and lasted from the 10th–19th century.

Religious Rule

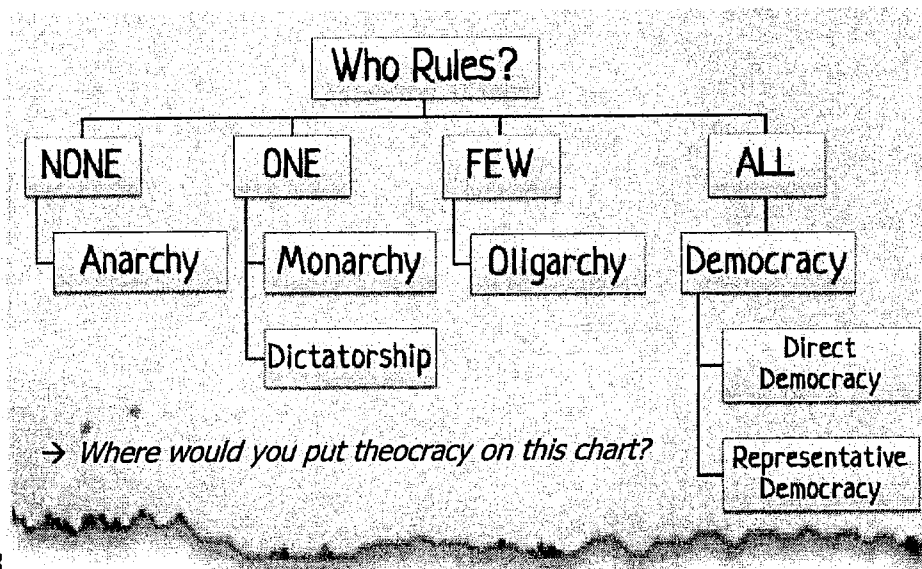
A **theocracy** is a government that recognizes God or a divine being as the ultimate authority. ("Theo" is a Greek word that means *god*.) In a theocracy, religious law is used to settle disputes and rule the people. A theocracy can also be a democracy, dictatorship, monarchy, or just about any other kind of government. For example, the Republic of Iran recognizes Islamic law, but Iran's citizens vote to elect their leaders. Modern theocracies are usually found in countries where the population is strongly religious.

Rule by None

In an **anarchy**, nobody is in control—or everyone is, depending on how you look at it. Sometimes the word anarchy is used to refer to an out-of-control mob. When it comes to government, anarchy would be one way to describe the human state of existence before any governments developed. It would be similar to the way animals live in the wild, with everyone looking out for themselves. Today, people who call themselves anarchists usually believe that people should be allowed to freely associate together without being subject to any nation or government. There are no countries that have anarchy as their form of government.



An A inside a circle is the traditional symbol for anarchy.



Who Rules?

Name: _____

A. Identify That Government! Identify the form(s) of government that each country has or had.

Switzerland

Citizens elect representatives to sit in two different lawmaking assemblies. But citizens also vote several times a year to decide on laws. Citizens can vote to propose their own laws or undo laws passed by their representatives. All citizens may vote directly on these laws.



Forms of government:

_____ and _____

South Africa

From 1948-1994, official policy in South Africa gave white people all the political power. Even though the majority of South Africans were black, non-whites could not influence government. White South Africans elected representatives to sit in a lawmaking body.



Forms of government:

_____ and _____

North Korea

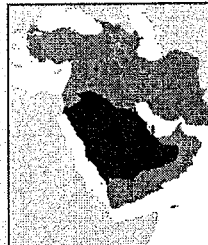
One man leads North Korea and controls its government. He also controls its ruling political party. The ruling party chooses candidates for an Assembly, and citizens vote. The candidates do not have opponents, so citizens have no choices.



Form of government:

Saudi Arabia

Saudi Arabia is led by a king. The king appoints a Council of Ministers to help govern, but there are no elections. Saudi Arabia's Basic Law states that the country's constitution is the Islamic holy book the Qur'an and other religious traditions.



Forms of government:

_____ and _____

Denmark

The people of Denmark elect representatives to sit in Parliament, a lawmaking body. The Queen of Denmark heads the country, but she only has a small role in government. The government is led by a Prime Minister, who is appointed from among the elected representatives.



Forms of government:

_____ and _____

Brazil

Brazil is led by a president who is elected by the citizens. Citizens in Brazil elect a new president every four years. Citizens also elect representatives to serve in two different legislative bodies.



Form of government:

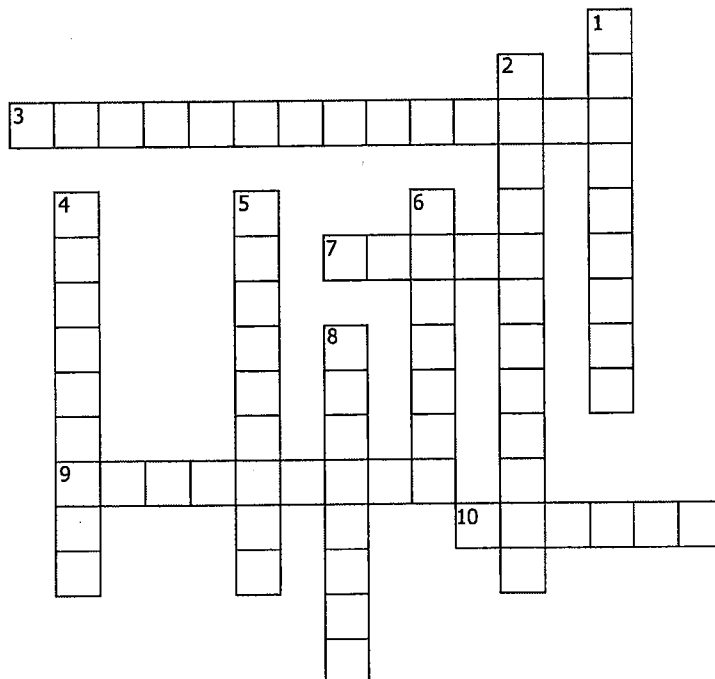
Who Rules?

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B. True or False? Use what you learned in the reading and in Exercise A to fill in the chart below.

1. A monarchy can be like a dictatorship or it can be part of a democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
2. A dictatorship can also be a democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
3. A democracy can have both representative and direct characteristics at the same time.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
4. An oligarchy can include representative democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
5. A government can be both a monarchy and an anarchy at the same time.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
6. Theocracy can co-exist with monarchy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
7. Theocracy can co-exist with democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
8. An oligarchy can be like a dictatorship.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:

C. Vocabulary. Solve the crossword puzzle using vocabulary from the reading.



Across

3. Type of democracy where citizens elect leaders to represent them in government
7. A small group that rules a country after taking it over by force
9. One person has all the power
10. Type of democracy where citizens are involved in day-to-day government

Down

1. Recognizes God as the ultimate authority in government and law
2. One leader has absolute control over citizens' lives
4. Citizens hold the political power
5. A small group of people has all the power
6. People are not subject to any nation or government
8. A king or queen rules the country

Who Rules?

**** TEACHER GUIDE ****

Informal Assessment: A or B?

Directions: Read each statement aloud, or project and uncover each statement individually. Have the class answer "A" or "B" as a chorus. Listen for a mix of answers, indicating confusion. Use each question as a chance to quickly review concepts before moving on.

	A	B
1. One person is in charge.	Autocracy	Democracy
2. Citizens often have no rights.	Democracy	Dictatorship
3. Can exist with other forms of government	Dictatorship	Theocracy
4. Led by a king or queen	Monarchy	Oligarchy
5. Nobody is in charge	Monarchy	Anarchy
6. Those in charge are military members who took over by force	Junta	Democracy
7. Leader often shares power with other parts of government	Monarchy	Dictatorship
8. Democracy where citizens elect others to serve in government	Direct	Representative
9. Citizens vote to elect their leaders.	Democracy	Autocracy
10. A small group rules the country	Oligarchy	Democracy
11. People do not answer to any leader or government	Oligarchy	Anarchy
12. God and religious law are the government's authority	Theocracy	Anarchy
13. The group with power can be based on race or social class	Monarchy	Oligarchy
14. Democracy where citizens participate in lawmaking themselves	Direct	Representative

Question 17

Write a multi-paragraph response in which you analyze John Philip Sousa's musical career. In your writing consider what skills and characteristics helped Sousa become successful. Your response must be based on ideas and information that can be found in the passages.


Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation;
- avoid overly relying on one passage; and
- include a conclusion.

Write your multi-paragraph response in the space provided.



Points Possible: 10

Content Strand: Explanatory

Content Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Scoring Guidelines

Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4points)	Evidence and Elaboration (4points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task, and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task, and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained controlling idea, though some loosely related material may be present Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

Score	Purpose, Focus, and Organization (4points)	Evidence and Elaboration (4points)	Conventions of Standard English (2points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A focused controlling idea but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources, erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Few transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only belated points Include no transitional strategies 	<p>The response provides no support/evidence related to a main idea and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No citations from the source material No relevant domain-specific vocabulary No evidence from the support material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

#1

Sample Response:

When John Phillip Sousa resigned from the U.S. Marine Band and decided to start his own band in 1892, there was no guarantee that his career was going to be a success. Through hard work and a large knowledge of music, Sousa was able to have a long career and became one of the most popular musicians of his time.

Sousa was willing to work hard and dedicated himself to making his band a success. He not only came up with the band's original sound, but he also chose the music the band played at each concert and wrote the parts out for each musician to play. Sousa also took on a managerial role and helped to decide what the band would wear and what cities they would visit while on tour. In addition to all this other work, he also served as the conductor of the band during the concerts, and had the difficult task of interpreting the music and making sure that all the musicians were playing together. (passage 1)

In addition, Sousa was able to have a very successful career because he had a great knowledge of music. In creating the band and the type of music it would play, he had to have an understanding of what other types of music were popular at the time and how he could combine them to form something new. As Passage 1 states, since "the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." Not only did Sousa understand music but he understood the parts each instrument played in the song. Passage 2 also states that he knew how to write a number of different types of music, including operas, waltzes, marches and other songs. Sousa used his immense knowledge of music to help make his band a success.

John Phillip Sousa was able to achieve success in music by working hard and putting his knowledge of music towards creating his new band. He composed music that was popular with people throughout the country and overseas. The success of the Sousa band brought him fame and allowed him to tour with his band for nearly 40 years, but none of this would have been possible without Sousa's commitment to hard work and his musical knowledge.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)

#2

Sample Response:

I think John Phillip Sousa was successful because he was a good leader. He started the band when he was 35 years old and was able to become a major superstar.

Sousa was the leader of the band. I know he was a good leader because other people asked him to start the band. He was in charge of putting the music together for the concerts. He wrote music and he told the musicians what to do when they were playing and decided what they would wear. People liked the music so that's why they went on tour so much. They even played baseball, and Sousa was the pitcher.

Because he was the leader, Sousa band became famous. That's why he was able to become successful in music.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
		2